



Career Advising  
& Planning  
Services

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The  
University  
of Chicago

## Transforming Your CV into a Resume: *Representing Yourself Outside Academe*

*If you would like information or have questions about this document, feel free to speak with a CAPS counselor. You can make an appointment by calling 773-702-7040.*

Your **curriculum vita** (CV) speaks to a largely academic audience and acts as a record of your academic pedigree and your intellectual accomplishments. It allows you to provide an exhaustive list of these accomplishments and, therefore, often spans several pages. The focus of a CV is on you: *your* training, *your* interests, *your* work. In contrast, a **resume** serves as a snapshot of your skills and work experience. The focus of a resume is on what you bring to the table as an employee, i.e. what you can do for the company/organization in which you are seeking employment. Instead of providing an exhaustive list of your accomplishments, you include only information that is relevant to the job you seek.

### Key differences between a CV and a resume:

	CV	Resume
<u>Audience:</u>	▪ Fellow academics in your field	▪ Potential employers seeking to fill a position
<u>Goal:</u>	▪ Present a <i>full history</i> of your academic credentials – research, teaching, awards, service	▪ Present a <i>brief snapshot</i> of your most relevant skills and experiences
<u>Focus:</u>	▪ Your academic achievements ▪ Your scholarly potential	▪ Skills that prove you can do the job well ▪ Experiences that show you have the requisite skills
<u>Unnecessary:</u>	▪ Activities not related to academic pursuits	▪ Complete list of publications, awards, presentations, conferences attended, courses taught
<u>References List:</u>	▪ Always include	▪ Do not include
<u>Length:</u>	▪ Flexible	▪ 1 page ▪ (2 only if truly necessary & only in some fields)

### Preparing a Resume

A resume is a targeted document meant to help you land an interview for a specific position. If you need help understanding what kinds of career paths exist and which are

right for you, make an appointment to see a CAPS counselor to do some career exploration (call 773-702-7040).

### **Step 1: Think Through Your Prior Experiences**

Employers want to hire people who can do the job and do it well. It doesn't matter whether you have acquired the necessary skills through your work in academe, personal experiences, volunteering, extra-curricular activities, or paid (full- or part-time) positions. So think broadly about how you spend your time (now and in the past) and put together a list that is comprehensive (this will not be the resume, but will serve as the basis for putting together your actual resume).

### **Step 2: Identify the Key Skills that are Most Crucial in the Job you Seek**

The focus of a resume is to convey that you can add value to the employer's company or organization. Read the job description carefully and identify the most important skills for that job, e.g. communication, team-work, analytical, organizational, etc. If your resume doesn't speak directly to the required elements of the job, you're not likely to be asked for an interview. For help identifying your skills, see the CAPS handout "Skills Identification for PhDs and Post-Docs" available on the CAPS website, <https://caps.uchicago.edu/>.

### **Step 3: Identify Which of Your Experiences Can Best Illustrate You Can Do the Job**

Once you've identified the key skill categories from the job description, ask yourself whether you have these skills (if you don't, come see a CAPS counselor right away and we can help you devise a plan to fill in those deficits). If you do, where did you acquire these skills? Where did you use these skills most effectively and most extensively? Identify which of your prior experiences will be most effective in showcasing your relevant skills and abilities.

### **Step 4: Organize the Information on Your Resume According to the Priorities of the Employer**

If the job description mentions team-work, collaboration, building relationships/partnerships, etc. multiple times, then it's safe to assume that interpersonal skills are a priority for the employer. Consider taking a highlighter to the job description to help determine which skill categories are most important and then organize your resume accordingly. This will help you understand which of your skills and experiences to showcase prominently on your resume.

### **Step 5: Use the Terminology Used by the Employer**

The key to making a career transition is convincing an employer that your experience is similar to what they want. If the job description asks for project management experience, frame your graduate thesis as a major project you managed from beginning to end. If the description calls for administrative skills, emphasize the administrative aspects of your teaching and use that language in discussing your experience. Pay close attention to the words used in the job ad and use them as much as possible in composing your resume (this will also help you get passed the first cut if a computer is scanning for important keywords, a common tactic for weeding out resumes).

## **The Details of Putting a Resume Together**

### The Basics

- Legibility rules. Resumes are scanned, not read closely, so be sure to format your resume so that it is easy on the eyes and allows the reader to find the most important information about you quickly.
- Proofread. Several times. Then ask lots of other people (including CAPS counselors) to proofread it too. Typos can land your resume in the trash.
- Format consistently. Use the same font and type size for all your headings (education, experiences, etc.), job titles, and bullet points. If you use periods at the end of a bullet point, make sure it's at the end of every bullet point. Be as detail-oriented as you can or find a friend who is to help you out on this. All this helps to make the document legible.

- Action! Begin each bullet point with a strong action verb. Imagine that only the first word of each line will be read or remembered and write accordingly.

#### Your Name and Contact Information

- Place at the top of the page.
- Your name should stand out. Use a larger type size and put your name in bold.
- If you're looking to relocate, include just your email or phone number. If you have an address in the new location (even if it's family or a friend you'll be staying with) include that.

#### Experience

- Consider organizing your experiences into relevant categories, e.g. communication, analytical/research, etc. as discussed above. This allows you to bring your most relevant experiences to the top of the page where it is most likely to get noticed.
- Remember to think broadly – academic, personal, paid, unpaid experiences all count if you can show them to be relevant to the position.
- Include a job title, organization/company name, and dates of work/service.
- Highlight your skills, accomplishments, and contributions via bullet points. Be concise and order your bullet points from most impressive/highest skill level to least.
- Avoid academic jargon whenever possible. Use technical language only if you know the employer will understand it.
- No more than 5 bullet points per experience listed.

#### Computer Skills, Language/Travel, Additional Information

- Place at the bottom of the resume and list only those that are relevant to the job.
- Including interests like playing tennis or reading mysteries can help flesh you out as a whole person, but only include these if you have room.

#### Education

- You can place this at the top, especially if the employer is seeking someone with your degree or subject-matter knowledge.
- If you have a lot of directly relevant experience, you might place education at the bottom. You might also do this if you are concerned about appearing overqualified for a position.

### **Employer Anxieties about Individuals with Advanced Degrees**

Many employers fear that MAs and PhDs are overeducated and undersocialized. They perceive PhDs as people who are unable to make and meet deadlines, don't work well in teams, and can't communicate in simple, direct terms. Use your resume to minimize those anxieties by illustrating your ability to work in teams, meet deadlines, and communicate effectively with people who aren't academics.

### **CAPS Services and Resources**

#### Appointments

Members of the CAPS Graduate Services Team are available for one-on-one counseling and can review your cover letter, resume, and talk with you in more detail about how to transform your CV into a resume. CAPS Graduate Counselors can also discuss how to prepare for employment interviews and negotiate salary offers, as well as work through career-related personal issues, such as making the decision to leave academia. Call 773-702-7040 to make an appointment.

### Walk-In Appointments: Monday, Tuesday, Thursday 2-3:30pm

Walk-in appointments are a great way to get feedback on your job application materials if you can't make an appointment. These 30 minutes slots are available on a first-come, first-served basis. Sign up in Ida Noyes Hall on the 2<sup>nd</sup> floor.

### InterviewStream

InterviewStream (available on Chicago Career Connection, which you can access via the CAPS website <https://caps.uchicago.edu/>) is an online tool that allows you to record answers to common interview questions and send that recording to whomever you like (including CAPS counselors) to get feedback.

### Practice Interviews

CAPS has practice interviewers on staff to conduct mock employment interviews in person. To schedule a practice interview call 773-702-7040.

### CAPS Programs and Resources

CAPS offers programs throughout the year designed to educate students about career options in a variety of fields. Some of these programs are designed specifically for MA and PhD students. View the CAPS event calendar to learn more: <https://caps.uchicago.edu/events/calendar.html>. Be sure to browse our Career Resource Library as well as our website for additional resources

### Email Listhosts

CAPS manages a variety of industry-specific email lists that provide regular updates on career-related programs and job postings. CAPS also manages an email list specifically for master's students and a list for PhDs/Post-Docs. Sign up via Chicago Career Connection (accessible via the CAPS website, <https://caps.uchicago.edu/>).

### Networking and Informational Interviewing

Whether you just want to learn more about your career options or you're ready to apply for jobs, conducting informational interviews and networking with individuals already working in your desired field is a crucial part of the process. CAPS counselors can show you how to use the Alumni Careers Network to identify University of Chicago alumni in this field; how to set up and prepare for an informational interview; and how to network effectively. See the CAPS handouts "Networking and Finding Contacts" and "Informational Interviewing" available on the CAPS site, <https://caps.uchicago.edu/>.

### Books (Just to get you started)

Be sure to check out additional resources in the CAPS Career Resource Library.

- *Outside the Ivory Tower: A Guide for Academics Considering Alternative Careers*, by Margaret Newhouse [out of print; available for browsing at the CAPS reception desk; not available for check-out]
- *So, What are you Going to Do with That?: A Guide to Career-Changing for M.A.'s and Ph.D.'s* by Susan Basalla and Maggie Debelius [available in the CAPS library]
- *What Color is Your Parachute?* By Richard Nelson Bolles [available in the CAPS library]
- *The Pathfinder* by Nicholas Lore [available in the CAPS library]

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### **Sample CVs and Resumes**

The following pages contain actual CVs, each followed by the resume into which it was transformed. These samples are intended for you to use as a guide. If you have questions or want some guidance transforming your own CV into a resume, make an appointment to see a CAPS Grad Counselor (call 773-702-7040).

## IVAN GREGORY

1369 East Literature Street  
Chicago, Illinois 60637  
(773) 555-5555 (home)  
(773) 555-5555 (office)  
read\_my\_mail@uchicago.edu

### EDUCATION

**The University of Chicago**, Chicago, Illinois

Ph.D. in English, 2001

Dissertation: "Mapping the Late-Victorian Subject: Cartography, Psychology, and the Gothic Novel"  
(Director: Professor Clark Lane)

Oral Examination Fields: Eighteenth- and Nineteenth-Century Gothic Literature, Nineteenth-Century Representations of Rural and Urban Life, Theorizing the Nineteenth Century

M.A. in English, 1994

Thesis: "Bad feelings surging in my breast": 'Penis-Envy' and Narcissistic Rage in Jane Eyre"  
(Director: Professor Lois Kent)

**Lewis and Clark College**, Portland, Oregon

B.A. in English and Communications, with honors, 1989

### FELLOWSHIPS AND GRANTS

Mellon Foundation Dissertation-Year Fellowship, 1997-1998

Jacob K. Javits Fellowship, 1993-1997

Mellon Foundation Summer Dissertation Research Grant, 1996

Marcia Tillotson Travel Grant, 1998 and 1999

### PRESENTATIONS

"Dr. Jekyll and Mr Hyde, Charles Booth, and the Cartography of Deviance." 2001 Conference of the Popular Culture Association. San Diego, California. March 31-April 3, 2001.

"Testing Theory: The Results of a One-Year Study of Class in the Classroom." 2000 Conference on College Composition and Communication. Chicago, Illinois. April 1-4, 2000.

"William Godwin, Caleb Williams, and the Compulsion to Repeat." Annual Conference, Michigan Academic of Science, Arts, and Letters. Flint, Michigan. February 27-28, 2000.

"Mapping the Imperial Subject: The New Geography, F.W.H. Myers, and the Imperial Federation League." 1999 Modern Language Association Conference. Toronto, Canada. December 27-30, 1999.

"Constructing the Imagined Empire: Imperial Gothic and Imperial Disintegration." Apocalypse, Millenarism, New Boundaries. State University of New York. Binghamton, New York. May 2-3, 1999.

"Utopias and Prophetic Visions in Theater and Narrative." Panel chair. Apocalypse, Millenarism, New Boundaries. State University of New York. Binghamton, New York. May 2-3, 1999.

"Barricades of the Mind: Obsessional Neurosis in Shirley Jackson's *We Have Always Lived in the Castle*." The 18th International Conference on the Fantastic in Literature and the Arts. Fort Lauderdale, Florida. March 19-23, 1999.

"Writing Against Degeneration: Two Victorian Narratives of Reconstruction." *Chaos, Death and Madness The Case of the Disruptive in Literature and the Arts*. Baylor University, Waco, Texas. April 12-13, 1998.

## **TEACHING EXPERIENCE**

**DePaul University**, Chicago, Illinois

### **Visiting Assistant Professor**

English 340: Nineteenth-Century English Literature. Fall term, 2001.

English 102: Basic Writing II. Two sections. Fall term, 2001.

English 101: Basic Writing I. Summer term, 2001.

English 120: Understanding Literature. Summer term, 2001.

**DePaul University**, Chicago, Illinois

### **Instructor**

English 340: Nineteenth-Century English Literature. Spring term, 2001.

English 245: The British Novel. Spring term, 2001.

English 104: Composition and Rhetoric II. Spring term, 2001.

Interdisciplinary Studies 101: The World of Dracula. Winter term, 2001.

English 245: The British Novel. Winter term, 2001.

English 104: Composition and Rhetoric II. Winter term, 2001.

English 300: Composition and Style. Fall term, 2000.

English 103: Composition and Rhetoric I. Two sections. Fall term, 2000.

English 120: Understanding Literature. Spring term, 2000.

English 104: Composition and Rhetoric II. Two sections. Spring term, 2000.

English 104: Composition and Rhetoric II. Three sections, Winter term, 2000.

English 120: Understanding Literature. Fall term, 1999.

English 103: Composition and Rhetoric I. Two sections. Fall term, 1999.

**Columbia College**, Chicago, Illinois

### **Lecturer**

English 100: Introduction to College Writing. Summer term, 1999.

English 102: Composition II. Two sections. Spring term, 1999.

English 102: Composition II. Two sections. Fall term, 1998.

English 102: Composition II. Summer term, 1998.

English 102: Composition II. Spring term, 1998.

English 102: Composition II. Spring term, 1997.

**Loyola University**, Chicago, Illinois

### **Lecturer**

English 106: Advanced Composition. Two sections. Fall term, 1998.

**The University of Chicago**, Chicago, Illinois

### **Lecturer**

English 330: Advanced Academic and Professional Writing. Summer term, 1998.

English 330: Advanced Academic and Professional Writing. Winter term, 1996.  
English 330: Advanced Academic and Professional Writing. Spring term, 1995.

**The University of Chicago**, Chicago, Illinois

**Course Assistant**

Humanities III: Reading in World Literature. Co-taught course and conducted writing workshops.  
Winter term, 1997.  
English 104: Introduction to Poetry. Taught one discussion section. Fall term, 1996.

**DePaul University**, Chicago, Illinois

**Lecturer**

English 120: Understanding Literature. Fall term, 1997.

**TEACHING EXPERIENCE (Continued)**

**Upward Bound Summer Session, Pacific University**, Forest Grove, Oregon

**Instructor**

Taught three sections of composition for high school students. Co-taught one section of journalism and served as newspaper advisor. June and July 1995, 1996.

**RELATED EXPERIENCE**

**Professor Dorothy Berkson, Lewis and Clark College**, Portland, Oregon

**Research Assistant**

Critiqued manuscript for a book on nineteenth-century American literature, and analyzed recent scholarship relevant to project. June to August, 1995.

**Blackwell North America**. Turnersville, New Jersey

**Lead Editor**

Trained and supervised the editorial staff of the foremost distributor to academic libraries worldwide. Designed and implemented a comprehensive editorial procedures manual. Delivered presentations to current and prospective clients. October, 1990 to September, 1993.

**PROFESSIONAL AFFILIATIONS**

International Association for the Fantastic in Literature and the Arts  
Michigan Academy of Science, Arts, and Letters  
Midwest Victorian Studies Association  
Modern Language Association  
National Council for Teachers of English  
Popular Culture Association  
Society for Literature and Science

**TEACHING AND RESEARCH INTERESTS**

Gender in literature  
Gothic literature  
Literary theory  
Literature and film  
Literature and science  
Nineteenth-century British culture

Psychoanalysis  
Rhetoric and composition  
Romantic and Victorian literature

## **REFERENCES**

Professor Clark Lane, Dissertation Director, English Language and Literature, University of Chicago  
Professor Stewart Grayson, Chair, English Language and Literature, Loyola University  
Professor Brock Sandoz, Editor, Nineteenth-Century Studies



### **Ivan seeks a job as a secondary school teacher.**

A major focus of revising Ivan's CV was tailoring his teaching experience to showcase his work with adolescents and the variety of contexts in which he had played an advisory/teaching role. Professional affiliations, teaching and research interests, course titles, and references were omitted entirely in his resume while categories such as "Fellowships and Grants" were de-emphasized. By including and expanding on his involvement in forensics and journalism Ivan reflects his potential to guide student extracurricular activities. His inclusion of a section on "Web-Based Teaching Experience" shows his versatility as a teacher and the computer skills many employers require.

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## **IVAN GREGORY**

1369 East Literature Street ▪ Chicago, IL 60637 ▪ 773-555-5555 ▪ [igregory@uchicago.edu](mailto:igregory@uchicago.edu)

### **EDUCATION**

**The University of Chicago**, Chicago, IL

Ph.D. in English, 1999, concentration in nineteenth-century British literature

M.A. in English, 1992

**Lewis and Clark College**, Portland, OR

B.A. in English and Communications, with honors, 1987

- Lewis and Clark Speaker of the Year in Individual Events, 1984
- Qualifier for National Speech Tournament in Individual Events, 1984

### **TEACHING AND ADVISING EXPERIENCE WITH ADOLESCENTS**

**Bridge Program, DePaul University**, Chicago, IL

*Instructor*, Summer 1999

- Taught one section (6 hours/week) of basic composition for 25 recent high school graduates admitted on a provisional basis to DePaul University
- Advised students regarding study skills, time management, and institutional procedures at the college level.

**Upward Bound Summer Session, Pacific University**, Forest Grove, OR

*Instructor and Newspaper Advisor*, Summer 1993, 1994

- Taught three sections of basic composition and one section of journalism in a residential program for "at-risk" high school students.
- Assisted resident directors in dormitory supervision.
- Advised students regarding newspaper content, layout, and production schedule.

**Horizons Community Services**, Chicago, IL

*Youth Group Facilitator*, 1993-1995

- Managed discussion groups for gay, lesbian, bisexual, and transgendered teenagers.
- Referred participants to appropriate social service providers.
- Supervised social activities.

**Forensics Summer Camp, Lewis and Clark College**, Portland, OR

*Speech Coach and Instructor*, Summer 1984

- Coached a ten-student high school team in individual events and debate.
- Taught seminars in persuasive speaking and dramatic interpretation.

### **WEB-BASED TEACHING EXPERIENCE**

- Designed websites for three courses: <http://my.url.edu>.

- Established HyperNews bulletin boards for on-line class discussions.
- Taught students to write essays and critique peers in a “paperless” networked environment, using Norton Textra software.

### **ADDITIONAL TEACHING AND ADMINISTRATIVE EXPERIENCE**

**Instructor,** Composition and Literature, DePaul University, 1997-99

**Lecturer,** Composition, Columbia College, 1995-97  
Advanced composition, Loyola University, 1996  
Academic Writing, University of Chicago, 1993-96

**Course Assistant,** World Literature and Poetry, University Of Chicago, 1994-95

**Lead Editor, Blackwell North America,** Turnersville, NJ, 1988-91

- Trained and supervised the editorial staff of a leading distributor to academic libraries.
- Designed and implemented a comprehensive editorial procedures manual.
- Explained editorial policies and services to prospective clients.

### **HONORS**

Jacob K. Javits Fellowship, 1991-95

Mellon Foundation Summer Dissertation Research Grant, 1994

Mellon Foundation Dissertation-Year Fellowship, 1995-1996

### **SKILLS**

**Computer:** Microsoft Office (Word, PowerPoint, Excel), HTML

**Language:** Basic conversational French

**Randall Bradford Marks**

1776 Historical Drive, Chicago, Illinois 60637 773-555-5555  
historical\_mention@uchicago.edu

**EDUCATION**

**Ph.D. in U.S. History**, University of Chicago, Chicago, Illinois, 2009

Dissertation: "Consuming War, 1890-1925"— A history of the depiction of war in photography and early cinema in the United States.

Committee: Neil Daniel (chair), Katherine Conzini, Michael Gray, Miriam Hubble.

Qualifying Exams: Passed with Distinction

Fields: U.S. Culture since 1880; Social History; Nineteenth-Century America; 19th and 20th Century World History.

**M.A. in U.S. History**, University of Chicago, Chicago, Illinois, 2003

Thesis: "Public Roads, Private Profit: The Lincoln Highway Association, 1913-1927"

**B.A. in History**, Columbia University, New York, New York, 1999

Magna cum laude

**TEACHING EXPERIENCE**

**Instructor**, U.S. History, 1800-1900," DePaul University, Chicago, IL, 2009

**Instructor**, "Film/History: The Great War," University of Chicago, 2008

**Preceptor** (Instructor and Thesis Advisor), University of Chicago, 2005-2007

**Instructor**, America in Western Civilization 1, University of Chicago, 2004

**Teaching Assistant**, America in Western Civilization 2, University of Chicago, 2004

**Rose Teaching Assistant**, Shakespeare I-II, Columbia University, 1998-1999

**PUBLICATIONS**

"Icon of Real War: A Harvest of Death and American War Photography," Velvet Light Trap: A Critical Journal of Film and Television No. 45 (Spring 2009), 4-19.

"Asymmetric Threats, Information Warfare, and Posse Comitatus," presented at "Between the Global and the Local: Making Human Rights Claims in the Twentieth Century," University of Wisconsin Joint Center for International Studies at Milwaukee and Madison, April 2009, proceedings to be published by Rutgers University Press (forthcoming).

"Conference Report on 'The Next Social History: Practicing Space, Time and Place,'" (with C. Cahill, et al.) AHA Perspectives 36:8 (November 2007), 47-49.

"Balaban and Katz," entry in The Encyclopedia of Chicago History (University of Chicago Press, 2009), forthcoming.

"Aragon Ballroom," entry in The Encyclopedia of Chicago History (University of Chicago Press, 2009), forthcoming.

**CONFERENCES AND WORKSHOPS**

"Threat-Perception in Information Warfare," (with Michael Gray), presented at the Sawyer Seminar Spring Conference, "Moral and Political Economies of Computer Cultures," Chicago, April 2009.

"If the Militarists Want Realism, We Will Give It To Them': Rethinking War Correspondence in the Twentieth Century," presented at the Annual Meeting of the American Studies Association, Montreal, October 2008.

"A Harvest of Death:' Civil War Iconography on Stage, Page and Screen," presented at the Annual Meeting of the American Studies Association, Seattle, November 2007.

"War and the Next Social History," (with Mark Wilson), presented at "The Next Social History: Practicing Space, Time and Place," University of Chicago, April 2007.

## **HONORS AND AWARDS**

William Rainey Harper Dissertation Fellowship, 2007-2008

Von Holst Teaching Award, Department of History, University of Chicago, 2007-2008

MacArthur Research Fellowship, Center for the Advanced Study of Peace and International Cooperation, 2006-2007

University of Chicago University Fellowship, 2002-2006

Teagle Foundation Graduate Fellowship, 2001-2005

CASPIC Summer Research Award, 2005

University of Chicago Film Studies Center Travel Grant, 2005

Arthur Mann Summer Research Award, 2005

Mellon Foundation Summer Research Grant, 2004

Phi Beta Kappa, Columbia University, 1999

Rose Undergraduate Teaching Fellowship, Columbia University, 1998

## **ACTIVITIES**

**Conference Co-organizer**, "The Next Social History: Practicing Space, Time and Place," University of Chicago, April 2005

**Student representative**, US/International History faculty search committee, 2003-2004

**Administrator**, "Histgrad" graduate student electronic discussion list, 2002-2003

**Assistant conference organizer**, "American Privacies," University of Chicago, 2003

**Member**: American Historical Association, Organization of American Historians, American Studies Association, Society for Cinema Studies

## **RESEARCH INTERESTS**

U.S. cultural history                      Technology and culture

History of photography                  Early cinema

Visual culture                              War and memory

Violence and representation            Human rights

## **LANGUAGE SKILLS**

French: good speaking and reading knowledge

German: basic reading knowledge

## **REFERENCES**

Professor Neil Daniel, Chair, History, University of Chicago

Professor Arnold Garneshire, American History, DePaul University

Professor Katherine Conzini, Art History, University of Chicago

**Randall seeks a job in management consulting.** Randall creates a functional resume to point out specific areas of experience that could get buried in a reverse chronological resume. He maximizes his business experience by highlighting his work in marketing management and de-emphasizing his educational background, located at the bottom of the resume. Randall's "Organizational Leadership" category allows him to discuss his significant leadership positions in sports and to highlight his administrative and financial skills as a conference organizer. Including the URL where employers can see these computer skills at work is an additional asset. Randall omits course titles and spells out his unique accomplishments as a preceptor and instructor to illustrate his leadership roles and responsibilities as a teacher.

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## **Randall Bradford Marks**

1776 Historical Drive, Chicago, Illinois 60637, 773-555-5555, [histor@uchicago.edu](mailto:histor@uchicago.edu)

### **INTERNET AND E-BUSINESS EXPERIENCE**

**Marketing Manager**, Edufind, LLC, Chicago, IL, 2007-present

- Direct sales and marketing of job website which connects educational consultants with academic and non-academic employers.
- Negotiate partnering arrangements with professional organizations.
- Developed system for assessing marketing strategies and website effectiveness.

**Moderator**, "Histgrad" list, University Of Chicago, Chicago, IL, 2002-2003

- Administrated and moderated electronic academic discussion list.
- Provided technical troubleshooting on Unix-based email system.

### **ORGANIZATIONAL LEADERSHIP EXPERIENCE**

**Executive Board**, Chicago River Rowing Club, Chicago, IL 2002, 2005-present

- Served as Boathouse Development Committee chair.
- Assisted in developing club policy and strategy.

**Board Member**, Friends of Lincoln Park Boat Club, Chicago, IL, 2006-present

- Developed boathouse, planned regatta, raised over \$10,000.
- Planned junior rowing programs of Chicago's largest rowing organization

**Conference Organizer**, University Of Chicago, Chicago, IL, 2005

- Created and managed a three-day conference on "The Next Social History."
- Identified multiple funding sources, budgeted and financed conference activities.
- Recruited and co-chaired organizing committee.

### **TEACHING EXPERIENCE**

**Instructor**, "Film/History: The Great War," University Of Chicago, Chicago, IL 2006

- Designed and taught innovative advanced course in visual history.

**Preceptor**, University Of Chicago, Chicago, IL, 2004-2005

- Designed and taught year-long research seminar for 15 undergraduate history majors.
- Advised students individually on their BA thesis projects and history curriculum.

### **SKILLS**

**Computer:** HTML (<http://mywebsite.com>), Microsoft Office (Word, Excel, PowerPoint, Access), SPSS, SAS.

**Language:** French (good speaking and reading knowledge), German (basic reading knowledge).

### **EDUCATION**

**University of Chicago**, Chicago, IL, Ph.D. in U.S. History, August 2009

- William Rainey Harper Dissertation Fellowship, Von Holst Teaching Award

**Columbia University**, New York, NY, B.A. in History, magna cum laude, May 1999

- Phi Beta Kappa, Ivy League All-Academic Team.

## Sara Malec

789 Physics Boulevard  
Chicago, IL 60637  
mymail@uchicago.edu

Lab phone: 773-555-5555  
Home phone: 773-555-5555  
Fax: 773-555-5555

### EDUCATION

**Ph.D. University of Chicago**, expected December 2007

Department of Physics

**M.S. University of Southern California**, June 2000

Department of Electrical Engineering/Electrophysics,

**B.S. University of Illinois**, Urbana-Champaign, May 1998

Department of Electrical Engineering

### RESEARCH EXPERIENCE

**Research Assistant**, Department of Physics, University of Chicago, Chicago, IL, 2003-Present

Conducted experiments using image processing of digital video, total internal reflection microscopy, and optical tweezers to probe interactions in colloidal systems. Developed computer model to investigate the effects of rotational hindrance on the static and dynamic behavior of single-stranded polymers and DNA.

**Researcher**, Technology Transactions, Chicago, IL, 2007-Present

Researched models for technology forecasting, including new predator-prey models for predicting adoption of new technologies.

**Project Specialist**, North American Container Company, Chicago, IL, 2005-Present

Worked on production issues involving heat transfer in polymers and adhesion and wetting on polymer surfaces.

**Intern**, Parabola Development Corporation, Chicago, IL, 2005-2006

Researched the existing technology and current patent status of a particular biotechnology market.

**Research Assistant**, Department of Physics, University of Chicago, Chicago, IL, 2000-2002

Assisted in construction of instruments for launch on the Cassini and ARGOS spacecraft for analysis of orbital and interplanetary debris. Re-analyzed data from mission to Comet Halley. Assisted in design of instrument for measuring solar neutrons in upcoming NASA mission.

**Research Assistant**, Department of Electrical Engineering/Electrophysics, University of Southern California, Los Angeles, CA, 1998-2000

Constructed gyrotron for experiments on high power microwave generation. Did modeling of mode interaction in a two-mode oscillator.

### TEACHING EXPERIENCE

**Teaching Assistant**, Department of Physics, University of Chicago, Chicago, IL

Led discussions in classes on introductory Material Science, 2004-2005

Led discussions in classes on introductory and intermediate Classical and Statistical Mechanics, 2002-2003

**Teaching Assistant**, Department of Electrical Engineering/Electrophysics, University of Southern California, Los Angeles, CA

Led discussions in introductory and intermediate classes on Electromagnetism, 1998-2000

### **AWARDS**

Outstanding Departmental Teaching Assistant, Electrical Engineering Department, University of Southern California, 1999

Runner-Up in University of Southern California University-wide Teaching Assistant of the Year Award, 1999

### **PUBLICATIONS and PATENTS**

S.P. Malec, A.T. White, "Conserved Linking in Single- and Double-Stranded Polymers," accepted for publication in the Journal of Chemical Physics.

Patent pending on new surface-coating technology for improved product outage from plastic containers.

H.A. Farmer, S.P. Malec, "Mode Interaction Through Amplitudes and Phases in a Two-Mode Gyrotron Oscillator," IEEE Transaction on Plasma Science 20, 139 (1999).

### **PROFESSIONAL MEMBERSHIPS**

Institute of Electrical and Electronics Engineers

American Physical Society

Sigma Xi

### **LANGUAGES**

Proficient in Polish

### **REFERENCES**

Professor Wilbur Henneberger, Department of Physics, The University of Chicago

Professor Gary Davidson, Department of Physics, The University of Chicago

Dr. Frank Cheney, North American Container Company, Elk Grove Village, IL

### **Sara seeks a job in a patent law firm.**

Sara's resume is tailored to emphasize the skills that a patent law firm would seek. Highlighting the fact that Sara has a patent pending on a product was key to making her resume stand out. In the "Research Experience" category, elements from the CV are condensed to highlight particular accomplishments and to avoid overwhelming her audience with technical jargon. In the "Teaching Experience" section, Sara combines her teaching experience and teaching awards—elements that are separate on the CV—in order to emphasize her communication abilities. Descriptions of her teaching experiences are also condensed and reversed in order to emphasize her teaching award. CV elements such as references, professional memberships, and publications are omitted, while computer skills are included.

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## **Sara Malec**

789 Physics Boulevard ♦ Chicago, IL 60637 ♦ [mymail@uchicago.edu](mailto:mymail@uchicago.edu) ♦ 773-555-5555

### **Education**

**University of Chicago**, Ph.D. in Physics, expected December 2007

**University of Southern California**, M.S. in Electrical Engineering/Electrophysics, June 2000

**University of Illinois**, Urbana-Champaign, B.S. in Electrical Engineering, May 1998

### **Research Experience**

**Project Specialist**, North American Container Company, Chicago, IL, 2005-present

- Patent pending on surface-coating technology for improved product outgassing from plastic containers.
- Address and solve production problems involving polymer heat transfer and polymer surface adhesion and wetting.

**Researcher**, Technology Transactions, Chicago, IL, 2007-present

- Research models for technology forecasting.
- Develop new predator-prey models for predicting adoption of new technologies.

**Patent Intern**, Parabola Development Corporation, Chicago, IL, 2005-2006

- Researched existing technology and current patent status of a specific biotechnology market.

**Research Assistant**, Department of Physics, University of Chicago, Chicago, IL, 2000-2002

- Conducted experiments using image processing of digital video, total internal reflection microscopy, and optical tweezers to probe interactions in colloidal systems.
- Developed computer model to investigate the effects of rotational hindrance on the static and dynamic behavior of single-stranded polymers and DNA.
- Assisted in construction of analytical instruments for launch on the Cassini and ARGOS spacecraft and in design of an instrument for measuring solar neutrons in an upcoming NASA mission.

### **Teaching Experience**

**Teaching Assistant**, Department of Physics, University Of Chicago, Chicago, IL, 2002-2005

- Led discussion classes on Material Science and on Classical and Statistical Mechanics.

**Teaching Assistant**, Department of Electrical Engineering/Electrophysics, University of Southern California, Los Angeles, CA, 1998-2000

- Selected as Outstanding Departmental Teaching Assistant, 1999.
- Led discussion classes on electromagnetism.

### **Skills**

Computer: C++, Basic, Microsoft Office (Excel, Access, Word)

Language: Reading and speaking proficiency in Polish.